Name: Rachel Fischhoff Grade: 5 Date: April 25, 2012

Seeking Underlying Ideas in Narrative Nonfiction

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| Lesson Sources: Navigating Narrative Nonfiction, X |
| Lesson Objectives: Students will read for meaning by identifying common categories of underlying meaning: change, conflict, and lesson. |
| Standards: Common Core? |
| Multicultural Content: |
| Materials and Advanced Preparation: chart, book |
| Prior Knowledge and Skills Needed: experience with narrative nonfiction |
| Key/New Vocabulary: underlying—big picture meaning, what’s underneath the facts of a story |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, we’ve been working a lot with nonfiction, including narrative nonfiction. We’ve seen examples of fiction where the main character isn’t a person—sometimes it’s an animal, or a group of people, even a plant, like in Cactus Hotel. * All of these books have some things in common—they all rell about a character who does one thing, then another thing, and then the next. * We could even write a nonfiction narrative about our own class. Let’s see… * *On Monday we started Wordly Wise. Today we arrived at in the room at 8:05. We’re studying geometry. Yesterday students didn’t have class.* * Does that seem like a good story, some narrative nonfiction? * What’s missing? * *Meaning* | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Readers, what I want to teach you today is that authors write stories, including nonfiction stories, to convey or share their IDEAS. * A story isn’t just a bunch of details in a row, Readers choose what to include to share their big idea. As readers, it’s our job to look for coherence and meaning. * Let’s think back to some of the books we’ve read together, like King Tut: Tales from the Tomb, Eleanor Quiet No More, or When Marian Sang. | * Active listening |  |
|  | **3. Have-A-Go (optional)**   * I’m going to reread some of When Marian Sang. As I’m reading, listen for the details that Pam Munoz Ryan includes, and think about why they are included in this story. * *Read aloud* * What idea might this text be conveying to us? T&T * Chart: can we use these ideas to identify a choice Marian made? * Share out | How will students be actively involved?  By:   * Partner Talk * Is there a way to make some copies of parts of these texts that students can mark up? | * Conferring * Mid T&T interruption |
|  | **4. The Link**  As you are reading today, think about how you can use these tips to find underlying ideas in all of the texts you read? | **(Workshop Time)**   * Reading with underlying ideas in mind | * Conferring |
|  | **5. Closing (at the share)**  Share out: underlying ideas? | * Share out: how does this strategy apply to all of our reading? | * Share outs |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

What are the students expected to do? I see your objective stated in the beginning of the plan, but I don’t see where they are being asked to read/listen actively with the objective in mind. How will you structure the lesson to ensure the objective is met?

Chart

Tying it together: Finding Unifying Ideas in True Stories

Choice: When did the character make a pivotal choice? What were the consequences? What can others learn from this?

Challenges: what helped the character? What can i or others learn from this?

Lessons: what did the character learn? how does this apply to me?